

## *Penn Cambria Curriculum*

<b>Course Name</b>	<b>Family and Consumer Science 5</b>
<b>Length of Course</b>	9 Weeks
<b>Grade Level</b>	5
<b>Prerequisites</b>	None
<b>Course Description</b>	FACS is designed to empower each individual to better handle the challenges of living and working in a diverse society and to nurture and develop family values to improve quality of living. The classroom experiences will allow the student to develop the knowledge and skills needed in making choices to meet personal, family, and work responsibilities. In grade 5 students will learn the basics of kitchen safety and measurement, the guidelines provided by the USDA for nutrition, guidelines for healthy snacking
<b>Units of Study</b>	Kitchen Measuring and Safety USDA Guidelines - Food Pyramid/Plate Nutritious Snacks Table Setting / Etiquette Introduction to Sewing
<b>Materials</b>	Text: None  Supplemental Materials: FACS teacher resource texts, teacher created materials, sewing supplies, kitchen supplies

### **Unit: Kitchen Measuring and Safety**

**Estimated Time: 1.5 Weeks**

**Standard Alignment:**

- 11.3.6. B – Describe safe food handling techniques (e.g., storage, temperature control, food preparation, conditions that create a safe working environment for food production).  
11.3.6. F – Analyze basic food preparation techniques and food-handling procedures.

**Curricular Objectives:**

**Students will:**

- A. Identify measuring abbreviations.
- B. Identify measuring equivalencies.
- C. Identify and put into practice basic kitchen safety guidelines.

**Assessments/ Measurement of Objectives:**

- Objective quizzes/tests
- Class independent activities / worksheets

- Student demonstrations

### **Suggested Methods of Instruction / Learning Activities:**

- Teacher Demonstration
- Worksheets and handouts
- Kitchen Station
- Equivalent Bingo
- Converting units of measurement activities
- Identifying ways to prevent fire in the kitchen.
- Identifying ways to prevent electric shock from kitchen appliances.
- Identify common kitchen equipment.

<b>Unit: USDA Guidelines</b>
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**Estimated Time:** 1 week

### **Standard Alignment:**

11.3.6. D– Describe a well-balanced daily menu using the dietary guidelines and food guide pyramid.

11.3.6. E– Explain the relationship between calories, nutrient and food input versus energy output; describe digestion.

### **Curricular Objectives:**

#### **Students will:**

- A. Explain the components of the USDA dietary guidelines (Food Pyramid and/or My Plate).
- B. Use dietary guidelines to evaluate given foods.
- C. Identify appropriate serving sizes.

### **Assessments/ Measurement of Objectives:**

- Objective quizzes/tests
- Class independent activities / worksheets
- Student demonstrations
- Student projects

### **Suggested Methods of Instruction / Learning Activities:**

- Food Pyramid Stations
- Food Pyramid / My Plate Handouts
- [www.mypyramid.gov](http://www.mypyramid.gov) website or [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov)
- Ability to demonstrate serving size.
- Ability to identify proper serving size.
- Student essay on serving size, food pyramid, eating habits, and activity level.

## **Unit: Calcium and Nutritious Snacks**

**Estimated Time: 1.5-2 weeks**

### **Standard Alignment:**

11.3.6. C- Analyze factors that effect food choices.

11.3.6. D- Describe a well-balanced daily menu using the dietary guidelines and food guide pyramid.

11.3.6. E- Explain the relationship between calories, nutrient and food input versus energy output; describe digestion.

11.3.6. F- Analyze basic food preparation techniques and food-handling procedures.

### **Curricular Objectives:**

#### **Students will**

- Identify the importance of calcium in the diet.
- Identify sources of calcium and evaluate the overall nutritional value of these sources.
- Evaluate the nutritional value of various snack foods.
- Identify examples of nutritious snack foods.

### **Assessments/ Measurement of Objectives:**

- Objective quizzes/tests
- Class independent activities / worksheets
- Student demonstrations

### **Suggested Methods of Instruction / Learning Activities:**

- Given a sample or list of snack foods, students will identify snacks they think are nutritious and describe reasons for their choices (ex: low in fat, high in protein, high in vitamins/minerals, etc).
- Evaluating dairy products activity
- Internet Activity

<b>Unit: Table Setting / Etiquette</b>
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**Estimated Time: 1 week**

**Standard Alignment:**

None

**Curricular Objectives:**

**Students will:**

- A. Properly arrange table place setting
- B. Identify place setting components
- C. Identify and use proper appropriate table manners

**Assessments/ Measurement of Objectives:**

- Objective quizzes/tests
- Class independent activities / worksheets
- Homework activities
- Student demonstrations

**Suggested Methods of Instruction / Learning Activities:**

- Table Setting and Etiquette station projects
- Place setting lab
- Table manners lab

<b>Unit: Sewing</b>
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**Estimated Time: 4 - 4.5 Weeks**

**Standard Alignment:**

11.1.6 F Explain practices to maintain and/or repair consumer goods and services.

**Curricular Objectives:**

**Students will:**

- A. Create a pillow design
- B. Measure and cut fabric to a specific size
- C. Correctly use an iron
- D. Create a running stitch
- E. Create a overcast stitch

**Assessments/ Measurement of Objectives:**

- Class independent activities / worksheets
- Homework activities
- Student demonstrations
- Student project

**Suggested Methods of Instruction / Learning Activities:**

- Sewing stations
- Hand sewn pillow project